DOCUMENT RESUME

ED 086 765 UD 014 011

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TITLE Multi-Uses of Compensatory Programs in Reinforcing the Curriculum of Two Inner-City Schools: English Avenue Elementary School; English Avenue Primary School; 1972-73. Research and Development Report, Volume 7, Number 8, September 1973.
INSTITUTION Atlanta Public Schools, Ga.
PUB DATE Sep 73
NOTE 58p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Compensatory Education Programs; Curriculum Development; Elementary Education; *Elementary Schools; *Inner City; Mathematics Instruction; *Program Evaluation; Reading Instruction
IDENTIFIERS Career Opportunities Program; Comprehensive Instructional Program; Elementary Secondary Education Act; ESEA Title I Programs; ESEA Title IVA Programs; Follow Through Program; *Georgia

ABSTRACT

There are two schools bearing the name English Avenue: English Avenue Elementary School and English Avenue Primary School. The primary school, which is within the zone boundaries of the elementary school, provided grades kindergarten through 2; the Follow Through Program operated at all three grade levels. After grade two, the pupils of the primary school attended English Avenue Elementary School. The English Avenue Elementary School consisted of grades Kindergarten through Seven and had benefit of the following special programs: (1) the Follow Through Program at grade three, (2) the Title I Program, funded under the 1965 Elementary Secondary Education Act, which is designed for the most educationally deprived pupils from grades one through seven with the exception of grade three, (3) the Title IV-A Day Care Program for children from low-income families, (4) the Title IV-A Extended Day Program for siblings of the children served by the Day Care Program, (5) the Career Opportunities Program, and (6) the Comprehensive Instructional Program. The Comprehensive Instructional Program was concerned with curriculum improvement and teacher inservice training. Reading and mathematics instruction in grades one through three were stressed. The Career Opportunities Program was a training program through which participants pursued professional certification. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

Vol. VII, No. 8 September, 1973

MULTI-USES OF COMPENSATORY PROGRAMS IN REINFORCING THE CURRICULUM OF TWO INNER-CITY SCHOOLS

ENGLISH AVENUE ELEMENTARY SCHOOL
ENGLISH AVENUE PRIMARY SCHOOL
1972-73

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INTRODUCTION

There are two schools bearing the name English Avenue: English Avenue Elementary School and English Avenue Primary School. The primary school, which is within the zone boundaries of the elementary school, provided grades K-2; the Follow Through Program operated at all three grade levels. After grade two the pupils of English Avenue Primary School attended English Avenue Elementary School.

The English Avenue Elementary School consisted of grades K-7 and had benefit of the following special programs: (1) the Follow Through Program at grade three, (2) the Title I Program which is designed for the most educationally deprived pupils from grades one through seven with the exception of grade three, (3) the Title IV-A Day Care Program for children from low-income families, (4) the Title IV-A Extended Day Program for siblings of the children served by the Day Care Program, (5) the Career Opportunities Program (COP), and (6) the Comprehensive Instructional Program (CIP).

Although the overall mathematics program of English Avenue Elementary School was found effective during the 1971-72 school year based on the "Effective? Acceptable?" study conducted by the Division of Research and Development, the overall reading program was not found effective. (For a program to be classified as effective, the pupils had to achieve the predicted gains on the Metropolitan Achievement Tests (MAT) posttest. The gains were predicted on the basis of a special formula which included as variables the MAT pretest scores, the per cent of paid lunches, the stability index, the pupil-teacher ratio, the per cent of pupil attendance, and the per cent of pupils passing.)

In order to ensure an effective reading program during 1972-73, the principal established greater communication among the administrators, teachers, and parents by the organization of a reading committee. The principal established regular teacher inservice training, required teachers to develop weekly lesson plans, and established a specific hour for classroom reading instruction. In addition, the principal and his administrative staff observed in the classrooms regularly.

SUPPORTING PROJECTS

A. Career Opportunities Program

The Career Opportunities Program (COP) was a training program through which participants pursued professional certification. Although COP paid no salaries for aides, it did pay all college costs (tuition, books, and supplies) for aides to attend accredited colleges or universities. Seven Title I aides and three Follow Through aides at English Avenue Elementary School participated in COP. Six Follow Through aides at English Avenue Primary School participated in COP.

B. Comprehensive Instructional Program

The Comprehensive Instructional Program (CIP) was concerned with curriculum improvement and teacher inservice training. Reading and mathematics instruction in grades 1-3 were stressed. Through the CIP, each school was encouraged to develop behaviorally stated objectives directed at improving the reading and mathematics instruction.

C. Follow Through Project

The Follow Through Project was designed as a total program for disadvantaged pupils. At English Avenue Primary School all pupils in the kindergarten through grade two and at English Avenue Elementary School all third grade pupils had benefit of the Follow Through instructional program. (Since all primary pupils transferred to the elementary school for the third grade, and since Follow Through was a program which operated in grades K-3, the third grade at English Avenue Elementary School was included in the English Avenue Follow Through Program.)

Follow Through made use of the Interdependent Learning Model (ILM), a games approach to learning. The project utilized a specialized method of teaching phonic skills, and offered special instruction in music, art, inactive communication, and physical education. In addition, medical and dental care and psychological guidance were provided as needed for all eligible pupils (pupils from homes designated as low-income by the Economic Opportunity Atlanta (EOA) sliding scales).

D. Elementary and Secondary Education Act (ESEA) Title I

The emphasis of the Title I Program at English Avenue Elementary School was on improving the reading skills of the most educationally deprived pupils. Toward this effort, a lead teacher and eight aides were hired through Title I funds.

Approximately 180 pupils with low reading ability were taken from the classroom each day for specialized reading instruction. The pupils were from all grades 1-7 with the exception of grade three. (Third grade pupils participated in the Follow Through Program.)

E. Title IV-A Day Care and Extended Day Program

The Title IV-A Program at English Avenue Elementary School provided day care and extended day services for low-income families of the community. The day care staff consisted of a lead teacher, a family service worker, three group leaders, and four aides. The extended day staff included three part-time aides who each worked four hours a day.

The day care served children from ages two to four. The extended day services were provided for children from ages five to seven who were the siblings of the day care participants.

NEEDS OF THE PUPILS

The pupils of the English Avenue Elementary School and English Avenue Primary School were recognized as having the following needs:

A. To learn to read.

B. To develop mathematical ability.

C. To develop positive self-concepts.

Those pupils in the Follow Through Program were recognized as having additional needs as follows:

A. To receive parental reinforcement for the Follow Through instructional program.

B. To receive medical and dental care.

C. To have psychological services available when needed.

There were the recognized needs to provide day care services for children two to four years old and to provide extended day services for siblings of the day care children.

GOALS, OBJECTIVES, AND CRITICAL VARIABLES

A. Goal: To enable pupils to read.

1. Phonic Skills Objective for Follow Through Pupils of English Avenue Primary School in grades K-2 and the Follow Through Pupils of English Avenue Elementary School in grade 3: The pupils will increase their competence in phonic skills so that they will achieve the following raw scores on the Phonic Skills Test (PST): Kindergarten, 19; grade one, 31; grade two, 43; and grade three, 61. (The posttest scores were predicted by Dr. Ellis Richardson, the Follow Through consultant who developed the Direct Approach to Decoding (DAD) materials.)

   Critical Variable: Phonic skills.

2. Reading Objective for all Pupils in Grades 1-7: Pupils performance on the Iowa Tests of Basic Skills (ITBS) to be administered in April, 1973, will show:

   a. A mean reading level of 1.7 for the first grade pupils.

   b. The pupils in grades two through seven will achieve the predicted levels as defined by the pupil achievement study conducted by the Research and Development Division.

   Critical Variable: Total reading skills.

3. Reading Objective for the Title I Pupils: Pupils who participate in the English/Reading activity will show a gain, between the pretest and the posttest of the Metropolitan Achievement Tests (MAT), of at least one month for each month in the program in word knowledge and reading.

   Critical Variable: Word knowledge and reading.

B. Goal: To enable pupils to develop mathematics skills.

1. Objective for Pupils in Grades 1-7:

   a. The first grade pupils will achieve a mean grade level score of 1.7 on the Iowa Tests of Basic Skills (ITBS) in mathematics computation skills.

   b. The pupils in grades two through seven will achieve the predicted levels on the Iowa Tests of Basic Skills (ITBS) as defined by the pupil achievement study conducted by the Research and Development Division.

   Critical Variable: Total mathematics skills.

C. Goal: To enable pupils to develop positive self-concepts.

1. Objective for Follow Through pupils: The Follow Through pupils will demonstrate positive self-concepts on the Self-Appraisal Inventory.

   Critical Variable: Self-concept.

2. Objective of Title I Participants: Pupils will show improvement in self-concept and will demonstrate positive self-concepts on the Self-Appraisal Inventory.

   Critical Variable: Self-concept.

The following objectives pertain to the Follow Through pupils only:

D. Goal: To promote parental involvement in the Follow Through Program.

Objective: An increased number of parents will participate in parent meetings, in classroom visitation, and in parent volunteer groups during the 1972-73 school year as measured by a comparison of records kept by the Follow Through personnel.

Critical Variable: Parent involvement.

E. Goal: To provide medical and dental care for all eligible Follow Through pupils.

Objective: Each eligible Follow Through child will receive medical and dental check-ups during the year and when indicated, additional health treatment. Individual medical records in the form of a survey-checklist will be kept for each child.

Critical Variable: Health care.

F. Goal: To provide psychological services to pupils.

1. Objective: Psychological services will be made available to all eligible pupils as needed. Referrals to psychologists will be made by teachers, social workers, or Follow Through staff when a need is observed so that the reason for referral will be eliminated.

Critical Variable: Psychological services.

The following objective pertains to children in the Day Care Program:

G. Goal: To provide day care with supervision in a learning environment.

Objective: Given the opportunity to participate in a twelve-month child development program, two through four-year old youngsters from low-income families will develop oral language skills and concept formation equivalent to or above age norms as measured by the rating scale developed by the Southern Regional Education Board (SREB Ages 2-4).

Critical Variable: Oral language development and concept formation.

MANAGEMENT AND CONTROL

The principal was the chief administrator of both English Avenue Elementary School and English Avenue Primary School. Serving under the principal were all staff members, including special project personnel. The administrative lead teacher of English Avenue Primary School served to coordinate activities at English Avenue Primary School. There was an assistant principal at English Avenue Elementary School who served to assist the principal in all administrative areas.

The leaders of special projects at each of the two schools served to coordinate the special project activities.

A. Management and Control of Title I

A Title I Program operated at English Avenue Elementary School. The staff consisted of the lead teacher for Title I and eight Title I aides who worked with approximately 180 pupils. With the exception of grade three (Follow Through operated at the grade three level), the Title I pupils were the most educationally deprived pupils from grade levels one through seven. However, the main emphasis of the program was directed toward the educationally deprived pupils of the first and second grades.

The eight aides were assigned to Title I pupils by grade level as follows: grade one, two aides; grade two, three aides; grade four, one aide; grade five, one aide; grades six and seven, one aide.

Within the Title I reading center, the lead teacher supervised all activities. The five aides who served the approximately 110 first and second grade Title I pupils remained in the center from 12:45 p.m. until 2:00 p.m. During that time the first and second grade pupils were brought to the center and each aide worked with groups of four children; each group received 45 minutes of instruction in reading skills. The three aides who worked with Title I pupils in grades four through seven remained in the reading center from 10:00 a.m. until 12:45 p.m. They, too, gave instruction to small groups of children during sessions of forty-five minutes.

All the Title I aides were assigned to the classroom from nine to ten o'clock each morning in order to aid the classroom teachers with the general classroom reading instruction. To further aid the classroom teachers, an additional hour of the morning was spent in the classroom by the aides who served the first and second grade pupils; the additional hour in the classroom was spent during the afternoon by aides serving pupils in grades four through seven.

Inservice training for the Title I aides, planned by the lead teacher for Title I, was carried out on a daily basis. On September 20, 1972, the inservice schedule was distributed, and it included the speaker for each session and the topic. (See page A-1 of the Appendix.) The lead teacher for Title I, in addition to supervising the aides, performed the following: (1) directed the system-wide testing activities at English Avenue Elementary School, (2) directed parent involvement activities of Title I, (3) organized and arranged inservice training programs for the aides throughout the year, (4) assisted pupils in problems related to poor attendance and to poor social adjustment, (5) assessed the reading strengths and weaknesses of each Title I pupil and suggested to the classroom teachers textbooks and instructional materials which would aid the pupils in the classroom, and (6) selected materials and activities to strengthen reading skills of the Title I pupils during their intensive reading skills instruction in the Title I reading center.

B. Management and Control of Follow Through

The staff of the Follow Through Program at English Avenue Elementary School included the following: (1) the program assistant who directed the Follow Through activities; (2) a parent assistant who handled clerical work involving Follow Through; (3) three parent workers who visited the homes of the eligible Follow Through pupils, encouraged parent involvement, and were responsible for the transportation of pupils to the pediatrician and the dentist; (4) the five classroom teachers of grade three; and (5) one educational aide to serve each of the five third grade classes. As the names imply, the parent assistant and the parent workers were parents of Follow Through pupils.

The local Follow Through staff at English Avenue Primary School included a program assistant, a parent assistant, three parent workers, seven classroom teachers (two kindergarten teachers, two first grade teachers, and three second grade teachers), and one aide to serve each Follow Through class.

C. Management and Control of Title IV-A Day Care and Extended Day

Because of cut-backs in federal funding in all Title IV-A Programs, the program at English Avenue Elementary School was reduced in December, 1972. After December, the staff included the lead teacher for day care who supervised the entire Title IV-A staff, and the family service worker who coordinated the activities involving the parents of IV-A participants. Three group leaders who held two-year certificates in child development from the Atlanta Area Technical School, and four aides who held certificates in child care from the Kennedy Community School cared for and instructed the pupils. There were approximately forty-five day care pupils.

The day care staff served from 7:00 a.m. until 6:00 p.m. The extended day staff consisted of three part-time aides who each worked four hours a day. Since there were split kindergarten sessions, one aide was in charge of providing extended day services from 8:00 a.m. to 12:00 noon in the morning for those kindergarten children who attended the afternoon kindergarten session. Two aides served from 2:00 p.m. to 6:00 p.m. in order to provide extended day services for kindergarten, first grade, and second grade pupils who were siblings of day care children.

PROCESS

The general goal of the English Avenue Elementary School and the English Avenue Primary School for the 1972-73 school year was ". . . to give the pupils a wide range of direct, indirect, and varied experiences in reading within an atmosphere free from tension and conducive to learning so that the pupils would be able to work independently at their individual paces."

Inservice workshops and programs were planned for the teachers and aides on the following subjects:

A. Operation of all audio-visual machines at the two schools.

B. The writing of behavioral objectives.

C. The use of commercial reading materials.

D. The development of materials for teaching specific reading skills.

At the beginning of the school year, the reading levels of the individual pupils were determined on the basis of informal reading inventories, individual performance records, CIP test scores, 1971-72 Metropolitan Achievement Tests (MAT) posttest scores, and oral reading performance. Then, in order to implement a strong general reading program, basal readers and all available enrichment materials such as the Bank Street Readers, the MacMillan Reading Spectrum, the Webster Reading Clinic, Science Research Associates (SRA) Laboratories, and the Groiler Reading Machine were put to use.

The principal set up a reading committee of nineteen including the assistant principal, the lead teacher for Title I, the Follow Through program assistants of both schools, the librarian, teachers from the two schools, and two parents to evaluate the general reading program and to take steps to improve it. The chief reading weaknesses of the pupils were identified as (1) a lack of adequate phonic skills and (2) insufficient reading comprehension. The strengths of the reading program were identified as (1) the availability of audiovisual equipment and (2) supplementary materials.

Under direction of the principal the following were accomplished:

A. The basal readers of the primary grades were updated.

B. Mastery tests were given to pupils after completion of each reader.

C. A Title I reading center was established for the most educationally deprived pupils.

D. The entire faculties of English Avenue Elementary School and English Avenue Primary School met monthly to exchange ideas concerning the reading program.

E. A specific hour each day was designated for the general reading instruction in all classrooms.

F. A small reading center was set up in each classroom.

G. Teachers were required to submit to the principal weekly lesson plans written in behavioral terms.

H. The principal, assistant principal, resource teacher, and lead teacher observed in the classroom on a regular basis.

Process of the Title I Program

All Title I pupils had benefit of the general reading instruction given in the classrooms from nine to ten o'clock each morning. In addition, the Title I pupils received 45 minutes of intensive instruction in reading skills each day.

The Title I pupils were selected on the basis of low Metropolitan Achievement Tests (MAT) total reading scores, CIP tests scores, information in the permanent record folders of pupils, and the MacMillan Readers placement test. Included in the program were those pupils who had been retained and those who had made little or no reading gains during the previous school year. First grade pupils who had not participated in a day care center or a kindergarten and those who could not follow directions and work independently were included also.

The philosophy of the Title I staff was as follows:

We believe that in order for a child to read he must first know his alphabet, know the sounds of letters, and have a basic sight vocabulary. Therefore, the educational aides and the lead teacher working together hopefully intend to see that all Title I pupils will be able to:

1. Know their alphabet.

2. Know the sounds of letters.

3. Have knowledge of a basic sight word vocabulary.

4. Read and write their names.

5. Read and write their addresses.

6. Decode words.

7. Read.

A skills chart was kept for each Title I child by the Title I staff and each child's progress was recorded (the charts are included in the Appendix). In addition to the many resource materials available in the general reading program, the staff made use of Follow Through's Direct Approach to Decoding (DAD) materials and the Follow Through game format. Additional materials were developed by the staff for teaching specific skills.

Process of the Follow Through Program

The Interdependent Learning Model (ILM) was the basic model for teaching all Follow Through classes. The model made use of a game format for reinforcing classroom instruction and strengthening skills. The games, which were made by the Follow Through staff and parent volunteers, were developed as needed.

An important component of the Interdependent Learning Model was the method utilized for teaching phonic skills. All Follow Through classes at Dean Rusk were taught the Direct Approach to Decoding (DAD). The DAD was used along with basal readers.

The three parent workers worked with the Follow Through social worker and directly under the Follow Through program assistant. They visited the home of each eligible child, explained the Follow Through program, and attempted to enlist the active support of parents for the Follow Through program.

In addition to the specialized instructional program, Follow Through offered each eligible child complete medical and dental care. Also, psychological services were made available to pupils who demonstrated emotional problems which affected classroom participation and learning.

Process of Title IV-A Day Care and Extended Day

The Day Care Program at English Avenue Elementary School was flexible, allowing the children to choose many of their activities. However, breakfast, lunch, and nap time were scheduled. Breakfast was served from 8:45 a.m. to 9:00 a.m., lunch was served from 11:00 a.m. to 12 noon, and nap time was scheduled immediately after lunch. The nap time was used by the staff for planning purposes.

The day care children were provided large and small group activities. Table activities lasting ten to fifteen minutes for two-year-old children, fifteen to twenty minutes for three-year-old children, and approximately thirty minutes for four-year-old children took place in the morning and in the afternoon. In addition, the children were allowed free play both indoors and outdoors.

Workshops on child care were planned for the parents by the family service worker. A workshop on nutrition, including methods of preparing inexpensive and government foods, was held in April, 1973.

During the spring, the children in the Day Care Program were taken on a field trip to Hartsfield Airport. Parent volunteers assisted the staff in chaperoning the children on the trip.

DIAGNOSIS

The following instruments were used in the evaluation of the programs of English Avenue Primary and Elementary Schools.

A. The Metropolitan Readiness Tests (MRT) and the Metropolitan Achievement Tests (MAT) which were administered to all Title I participants in October, 1972, and May, 1973.

B. The Iowa Tests of Basic Skills (ITBS) which was administered to all pupils (excluding the educable mentally retarded pupils) in May, 1973.

C. The Phonic Skills Test which was administered to all Follow Through pupils as pretest and posttest.

D. The Self-Appraisal Inventory (SAI) which was administered to the Follow Through pupils and the Title I pupils in March and April, 1973.

E. The Opinionnaire on Attitudes Toward Education which was administered to all teachers and aides at English Avenue Elementary School and English Avenue Primary School.

F. Follow Through medical and dental surveys and the Follow Through parent participation records.

EVALUATION

Pupil Achievement Study

The pupil achievement study was conducted by the Division of Research and Development in order to compare the reading and mathematics performance of the pupils of Atlanta Public Schools by school and by grade level, taking into consideration the following eight factors:

1. The 1971-72 Metropolitan Achievement Tests (MAT) reading posttest scores.
2. The 1971-72 Metropolitan Achievement Tests (MAT) mathematics computation posttest scores.
3. The teacher/pupil ratio.
4. The per cent of pupil attendance.
5. The pupil stability index.
6. The per cent of paid lunches.
7. The per cent of paid lunches squared.
8. The actual grade levels of the pupils.

The pupil achievement study of English Avenue Primary School included only the second grade. (The results are shown in Table 1.) Both reading and mathematics programs of the school were found effective because the pupils scored higher than predicted in reading and mathematics on the Iowa Tests of Basic Skills (ITBS). The pupils performed at the national norm (at grade level) in mathematics. The overall national norm quotient for English Avenue Primary School was 94 which meant the composite ITBS test data indicated pupils were performing at approximately the national norm.

TABLE 1

PUPIL ACHIEVEMENT STUDY
ENGLISH AVENUE PRIMARY SCHOOL
1972-73

Grade	Grade Equivalent Score			Summary Indices	
	Actual	Predicted	National Norm	Predicted Index	National Norm Index
			Reading Test Data		
2	2.2	2.0	2.7	111	80
			Average	111	80
			Mathematics Test Data		
2	2.6	2.0	2.6	127	100
			Average	127	100
			Composite Test Data		
2	2.5	2.1	2.6	119	94
			Average	119	94

At English Avenue Elementary School, both the reading and the mathematics programs were found effective because the pupils achieved the predicted scores on the ITBS (Table 2). When viewing each grade separately, the second grade and the sixth grade were found to be performing at the national norm in both reading and mathematics.

Special attention should be directed at the sixth grade; the ITBS mean scores of the pupils were as follows: Vocabulary, 7.0; reading, 6.8; spelling, 8.0; capitalization, 8.2; punctuation, 8.4; language usage, 7.2; map skills, 8.2; graph and tables, 7.7; reference materials, 6.9; math concepts, 8.0; and composite, 7.7. Since the mean performance on the Metropolitan Achievement Tests (MAT) posttest administered in April, 1972, indicated the pupils were performing at the third grade, seven months in reading and at the fourth grade, four months in mathematics, the ITBS scores were unusually high.

Pupil Attendance

The pupil attendance at English Avenue Primary School ranged from 90 per cent in the kindergarten to 92 per cent in grade two with an overall of 91.1 per cent. At English Avenue Elementary School, the per cent of pupil attendance ranged from 84 per cent in the kindergarten to 94 per cent in the sixth grade with an overall of 89.7 per cent. (The attendance for each grade level is shown in Table 3.) The pupil attendance at the primary school was similar to the city-wide average of 91.4 per cent.

TABLE 2

PUPIL ACHIEVEMENT STUDY
ENGLISH AVENUE ELEMENTARY SCHOOL
1972-73

Grade	Grade Equivalent Score			Summary Indices	
	Acutal	Predicted	National Norm	Predicted Index	National Norm Index
			Reading Test Data		
2	2.7	1.9	2.7	143	98
3	2.6	2.5	3.8	103	68
4	3.5	3.1	4.7	114	74
5	4.5	3.9	5.7	115	79
6	6.8	4.6	6.7	148	101
7	4.7	5.0	7.6	93	61
			Average	119	80
			Mathematics Test Data		
2	2.6	2.0	2.6	129	100
3	2.6	2.7	3.7	97	70
4	3.6	3.3	4.7	110	77
5	4.6	4.2	5.6	110	81
6	8.0	4.9	6.6	163	120
7	5.4	5.5	7.6	98	70
			Average	117	86
			Composite Test Data		
2	2.8	2.0	2.6	137	106
3	2.8	2.7	3.7	104	75
4	3.7	3.2	4.7	114	78
5	4.7	4.1	5.7	114	82
6	7.7	4.8	6.7	159	115
7	5.3	5.3	7.6	100	69
			Average	121	87

TABLE 3

PER CENT OF PUPIL ATTENDANCE
1972-73

	Grades							
	K	1	2	3	4	5	6	7
English Avenue Primary	90	91	92	-	-	-	-	-
English Avenue Elementary	84	88	90	91	92	91	94	88

Pupil Mobility

The pupil mobility rate at English Avenue Primary School was 0.26 and at English Avenue Elementary School, 0.22. The rates indicated that slightly more than one-fourth of the pupils at English Avenue Primary School and slightly more than one-fifth of the pupils at English Avenue Elementary School either moved into or out of the school during the school year.

Performance of the Title I Pupils

The Title I Program operated at English Avenue Elementary School. A sample of the Title I pupils, who were the lowest achievers from grades one through seven with the exception of grade three, were administered the Self-Appraisal Inventory in March, 1973, by a team from the Division of Research and Development. (The sample included Title I pupils from grades four through seven only.) The results, which are listed in Table 4, indicated the pupils had generally positive attitudes toward their peers, their families, and school.

The forty-eight Title I first grade pupils were administered the Metropolitan Readiness Tests (MRT) in October, 1972, and the Metropolitan Achievement Tests (MAT) word knowledge, word analysis, and reading subtests in April, 1973. Thirty-nine of the Title I first grade pupils took both the pretest and the posttest and scored above grade level in word knowledge, word analysis, and reading on the MAT. (The scores are listed in Table 5.)

TABLE 4

SELF-APPRAISAL OF THE TITLE I PUPILS
ENGLISH AVENUE ELEMENTARY SCHOOL
1972-73

N=53

	Peer	Family	School	General	Total
Maximum Score Possible	20	20	20	20	80
Mean Score of Title I Pupils	11.51	11.62	12.10	11.92	47.42
Per Cent Positive Response	57.6	58.1	60.5	60.0	59.3

TABLE 5

PERFORMANCE OF THE TITLE I FIRST GRADE PUPILS ON THE METROPOLITAN ACHIEVEMENT TESTS, ENGLISH AVENUE ELEMENTARY SCHOOL
1972-73

Subtests	N	Mean Grade Equivalent	S.D.
Word Knowledge	39	2.25	0.56
Word Analysis	36	1.83	0.58
Reading	37	1.95	0.46

The objective for the Title I pupils from grades two through seven was to gain, between the MAT pretest and posttest, a month for each month in the Title I Program. During the six-month period, the pupils gained approximately one year, seven months in word knowledge and approximately one year, four months in reading. This was a gain of over two months for each month in the program in both word knowledge and reading. (The data is included in Table 6.)

TABLE 6

METROPOLITAN ACHIEVEMENT TESTS GAINS OF THE TITLE I PUPILS FROM GRADES TWO THROUGH SEVEN ENGLISH AVENUE ELEMENTARY SCHOOL 1972-73

	Pretest			Posttest			
Subtests	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N	Gain
Word Knowledge	2.38	0.95	88	4.08	1.64	88	1.73
Reading	2.35	1.00	88	3.70	1.78	88	1.35

Performance of the Follow Through Pupils

A. Follow Through Participants

The participants in the Follow Through instructional program included all pupils in grades K-2 at English Avenue Primary School and all pupils in grade three at English Avenue Elementary School. Because of high pupil mobility and the fact that kindergarten attendance was not mandatory, many pupils entered Follow Through after the kindergarten. Therefore, the performance of the Follow Through pupils was evaluated on the basis of the number of the years the pupils at each grade level had participated in Follow Through.

The percentage of pupils who had participated in Follow Through from kindergarten dropped with each subsequent grade. At the first grade level, approximately 72 per cent of the pupils had participated in Follow Through from kindergarten through grade one. At the second grade level, the percentage of pupils who had participated in Follow Through from kindergarten

dropped to approximately 52 per cent. At the third grade level, the Follow Through Program included the pupils who had participated in Follow Through at English Avenue Primary School and the pupils who had attended English Avenue Elementary during grades K-2 and, therefore, had no previous experience in Follow Through. Consequently, only approximately 20 per cent of third grade pupils had participated in Follow Through from kindergarten through the third grade.

B. Phonic Skills Performance

All Follow Through pupils were taught phonic skills through the Direct Approach to Decoding (DAD) Program which was developed by Dr. Ellis Richardson, a Follow Through consultant. The Phonic Skills Test, which was developed also by Dr. Richardson, measured the progress of the pupils in the DAD Program.

The kindergarten pupils were administered the Phonic Skills Test as pretest in November, 1972, and as posttest in the spring, 1973. Based on the pretest scores, Dr. Richardson judged that all Follow Through kindergarten pupils should achieve a total raw score of 19 on the posttest. (The scores are listed in Table 7.) The kindergarten pupils of English Avenue Primary School exceeded the prediction by achieving a mean total raw score of 26.8; therefore, the phonic skills objective was achieved by the kindergarten pupils.

TABLE 7

THE PHONIC SKILLS TEST PERFORMANCE OF THE FOLLOW THROUGH KINDERGARTEN PUPILS ENGLISH AVENUE PRIMARY SCHOOL NOVEMBER, 1972

Subtests	Mean Raw Scores Pre	Post
Letter Sounds	1.9	4.9
Decoding	1.2	4.2
Auditory Blending	4.9	13.5
Oral Reading	1.6	4.2
Total	5.8	26.8

The Phonic Skills Test pretest scores of the first grade pupils who participated in Follow Through during kindergarten and grade one were compared with the pretest scores of the first grade pupils who entered Follow Through at the first grade level. (The comparison is shown in Table 8.)

TABLE 8

THE PHONIC SKILLS TEST PERFORMANCE OF THE FOLLOW THROUGH FIRST GRADE PUPILS
ENGLISH AVENUE PRIMARY SCHOOL
NOVEMBER, 1972

	F.T. Participants During Grade 1 Only			F.T. Participants During Grades K-1			
Subtests	Mean Raw Score	S.D.	N	Mean Raw Score	S.D.	N	t
Letter Sounds	3.6	2.6	9	5.8	2.6	42	4.13**
Decoding	1.7	1.2	9	3.4	2.2	43	4.75**
Auditory Blending	2.0	1.8	9	7.8	5.7	43	6.35**
Oral Language	1.1	1.6	9	3.5	2.7	43	5.15**
Total	8.2	6.4	9	20.9	10.8	43	6.82**

**Significant at the .01 level.

The pupils who had participated in Follow Through during the kindergarten scored significantly higher (.01 level) than the pupils who entered Follow Through at the first grade level. The total Follow Through first grade achieved the following mean raw scores on the Phonic Skills Test when given as posttest: Letter sounds, 8.1; decoding, 6.7; auditory blending, 15.7; oral reading, 8.1; and test total, 38.6. Therefore, the first grade pupils achieved the phonic skills objective by exceeding the predicted test total score of 31.

The Phonic Skills Test pretest scores of the second grade pupils were compared. As shown in Table 9, the second grade pupils who had participated in Follow Through during kindergarten through grade two scored significantly higher (.05 level) than the second grade pupils who had participated in Follow Through during the first and second grades on letter sounds; they scored significantly higher (.05 level) than the pupils who entered Follow Through in the second grade on decoding, auditory blending, oral reading, and the test total. The total second grade achieved the following mean scores on the Phonic Skills Test given as posttest: Letter sounds, 8.5; decoding, 13.2; auditory blending, 20.4; oral reading, 16.5; and test total, 58.6. The phonic skills objective stated that the second grade pupils would achieve a total mean score of 43 on the posttest. Therefore, the phonic skills objective was achieved by the second grade pupils.

At the third grade level the pupils who participated in Follow Through during kindergarten through grade three performed significantly higher (.05 level) on the decoding, auditory blending, and test total of the Phonic Skills Test prettest than the pupils who entered Follow Through at the third grade level. The pupils who had entered Follow Through in the kindergarten and those who had entered at the third grade level scored significantly higher (.01 and .05 levels respectively) on letter sounds than the third grade pupils who had entered Follow Through at the second grade level. (The comparison is shown in Table 10.) On the Phonic Skills Test posttest, the total third grade group achieved mean raw scores as follows: Letter Sounds, 9.7; decoding, 19.9; auditory blending, 26.4; oral reading, 23.9; and test total, 79.8. The phonic skill objective for the third grade was to achieve the total test score of 61 established by Dr. Richardson; therefore, the third grade pupils achieved their phonic skills objective.

C. The Reading and Mathematics Performance of the Pupils in Grades One Through Three

The first grade pupils were administered the Iowa Tests of Basic Skills (ITBS) in April, 1973. In order to evaluate the performance of the Follow Through pupils, the first grade scores of English Avenue Primary School were separated into two groups: the scores of the first grade pupils who had participated in Follow Through kindergarten and the scores of the first grade pupils who had entered Follow Through at the first grade level. A student t test was utilized in comparing the ITBS performance of the two groups. The results, which are shown in Table 11, indicated no significant differences in the scores.

TABLE 9

THE PHONIC SKILLS TEST PERFORMANCE OF THE
FOLLOW THROUGH SECOND GRADE PUPILS
ENGLISH AVENUE PRIMARY SCHOOL
NOVEMBER, 1972

	-1- F.T. Participants During Grade 2 Only			-2- F.T. Participants During Grades 1 & 2			-3- F.T. Participants During Grades K-2			F Ratio			
Subtests	Mean Raw Score	S.D.	N	Mean Raw Score	S.D.	N	Mean Raw Score	S.D.	N	1 and 2	1 and 3	2 and 3	Total
Letter Sounds	5.6	3.6	10	5.5	4.1	17	7.7	2.9	36	0.01	2.96	4.93*	3.14*
Decoding	3.0	1.7	10	5.6	6.4	17	6.9	5.5	37	1.45	4.10*	0.68	2.10
Auditory Blending	4.8	7.0	10	10.2	10.9	17	11.7	9.2	36	2.07	4.25*	0.31	2.13
Oral Reading	4.4	5.3	10	6.7	8.5	17	10.1	7.3	36	0.58	4.57*	2.45	2.82
Test Total	17.8	15.1	10	26.7	27.3	17	36.5	21.8	36	0.98	5.37*	2.17	3.09

*Significant at the .05 level.

TABLE 10

THE PHONIC SKILLS TEST PERFORMANCE OF THE FOLLOW THROUGH THIRD GRADE PUPILS
ENGLISH AVENUE ELEMENTARY SCHOOL
NOVEMBER, 1972

	-1- F.T. Participants During Grade 3 Only			-2- F.T. Participants During Grades 2-3			-3- F.T. Participants During Grades 1-3			-4- F.T. Participants During Grades K-3			F Ratio						
Subtests	Mean Raw Score	S.D.	N	Mean Raw Score	S.D.	N	Mean Raw Score	S.D.	N	Mean Raw Score	S.D.	N	1 and 2	1 and 3	1 and 4	2 and 3	2 and 4	3 and 4	Total
Letter Sounds	9.4	1.1	77	9.0	1.2	4	8.7	2.4	15	10.0	0.2	25	0.47	4.71*	3.23	0.22	2.01	9.87**	3.47*
Decoding	11.2	7.8	77	7.8	4.5	4	11.2	9.0	15	15.6	7.8	25	1.01	0.08	4.31*	0.60	1.30	2.90	2.66
Auditory Blending	14.4	7.4	76	12.8	8.4	4	14.1	8.0	15	18.0	7.8	25	0.17	0.01	4.42*	0.10	1.68	2.49	1.7
Oral Reading	13.5	8.7	75	9.25	5.3	4	12.4	9.1	15	16.8	8.3	25	0.92	0.20	2.71	0.42	2.63	2.41	1.52
Total	48.7	21.9	77	38.8	18.4	4	46.1	26.7	15	60.0	21.4	25	0.75	0.16	4.80*	0.34	3.10	3.59	2.22

*Significant at the .05 level.
**Significant at the .01 level.

TABLE 11

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS SCORES OF THE FIRST GRADE PUPILS
ENGLISH AVENUE PRIMARY SCHOOL
1972-73

	Pupils in FT During Grade 1 Only			Pupils in FT During Grades K and 1			
Subtests	Mean Grade Equivalent Score	S.D.	N	Mean Grade Equivalent Score	S.D.	N	t
Vocabulary	2.21	0.98	15	2.21	1.02	39	0.16
Word Analysis	2.41	0.88	16	2.16	0.60	16	-1.00
Reading Comprehension	2.16	0.60	16	2.24	0.76	39	0.58
Spelling	2.63	1.09	16	2.62	1.13	39	-0.05
Math Concepts	2.76	0.71	16	2.48	0.75	39	-1.73
Math Problem Solving	2.40	0.43	16	2.62	0.45	39	2.34
Math Total	2.59	0.52	16	2.58	0.55	39	-0.10
Test Total	2.46	0.61	16	2.43	0.63	39	-0.21

The ITBS performance of the total Follow Through first grade at English Avenue Primary School was compared with the ITBS performance of the total first grade at English Avenue Elementary School who had no Follow Through experience. The comparison, shown in Table 12, revealed the performance of the Follow Through first grade to be significantly higher (.01 level) on all ITBS subtests than the non-Follow Through first grade pupils of English Avenue Elementary School. In addition, the Follow Through first graders were performing at the second grade level on all subtests.

The ITBS scores of the second grade pupils of English Avenue Primary School who had participated in Follow Through from kindergarten through the second grade, the second grade pupils who had participated in Follow Through during the first and second grades, and the second grade pupils who entered Follow Through at the second grade level were compared by means of an analysis of variance. (The comparison is shown in Table 13.) The second grade pupils who participated in Follow Through from kindergarten through the second grade scored at the highest level on all subtests of the ITBS, scoring significantly higher (.05 level) than the pupils who entered Follow Through at the first grade level on reading comprehension, math concepts, math problem solving, and math total and scoring significantly higher (.01 level) than the pupils who entered Follow Through at the second grade level in vocabulary, word analysis, reading comprehension, and test total.

The ITBS performance of the second grade Follow Through pupils at English Avenue Primary School was compared with the ITBS performance of the non-Follow Through second grade pupils of English Avenue Elementary School (Table 14). The Follow Through second grade pupils performed significantly higher (.01 level) than the non-Follow Through second grade pupils in math problem solving. However, the non-Follow Through second grade pupils scored significantly higher (.01 level) in spelling and math concepts, and significantly higher (.05 level) in reading comprehension and the ITBS test total.

TABLE 12

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS PERFORMANCE OF THE FOLLOW THROUGH FIRST GRADE AT ENGLISH AVENUE PRIMARY SCHOOL AND THE NON-FOLLOW THROUGH FIRST GRADE AT ENGLISH AVENUE ELEMENTARY SCHOOL
1972-73

	English Avenue Primary School			English Avenue Elementary School			
Subtests	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N	t
Vocabulary	2.02	0.99	55	1.54	0.68	89	3.16**
Word Analysis	2.07	0.77	55	1.30	0.66	87	6.12**
Reading Comprehension	2.03	0.69	55	1.68	0.57	74	3.06**
Spelling	2.41	1.08	55	1.58	0.82	81	4.83**
Math Concepts	2.35	0.75	55	1.14	0.66	89	9.84**
Math Problem Solving	2.32	0.44	55	1.02	0.78	72	11.88**
Math Total	2.38	0.57	55	1.18	0.65	72	11.06**
Test Total	2.22	0.64	55	1.52	0.52	64	6.48**

**Significant at the .01 level.

TABLE 13

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS SCORES OF THE SECOND GRADE PUPILS
1972-73

Subtests	-1- F.T. Participants During Grade 2 Only: Mean Grade Equivalent Score	S.D.	N	-2- F.T. Participants During Grades 1 and 2: Mean Grade Equivalent Score	S.D.	N	-3- F.T. Participants During Grades K-2: Mean Grade Equivalent Score	S.D.	N	F Ratio: 1 and 2	2 and 3	1 and 3	Total
Vocabulary	2.09	0.76	17	2.58	1.43	16	3.14	1.60	36	1.00	1.76	6.46**	3.33*
Word Analysis	1.96	0.46	17	2.46	1.26	16	2.80	1.27	36	1.61	1.00	6.37**	3.25*
Reading Comprehension	1.94	0.45	17	2.09	0.78	16	2.70	1.30	36	0.17	3.78*	6.12**	3.81*
Spelling	2.15	0.61	17	2.53	1.14	16	2.64	1.26	36	0.96	0.11	2.24	1.15
Math Concepts	2.32	0.51	17	2.16	0.62	16	2.54	0.80	36	0.43	3.26*	1.14	1.79
Math Problem Solving	2.95	0.55	17	2.77	0.83	15	3.16	0.60	36	0.61	3.83*	1.21	2.12
Math Total	2.69	0.36	17	2.49	0.65	15	2.93	0.64	36	0.91	5.86**	1.90	3.24*
Test Total	2.24	0.31	17	2.49	0.89	15	2.86	0.98	36	0.68	1.99	6.08**	3.31

*Significant at the .05 level.
**Significant at the .01 level.

TABLE 14

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS PERFORMANCE ON THE FOLLOW THROUGH SECOND GRADE AT ENGLISH AVENUE PRIMARY SCHOOL AND THE NON-FOLLOW THROUGH SECOND GRADE OF ENGLISH AVENUE ELEMENTARY SCHOOL 1972-73

	English Avenue Primary School			English Avenue Elementary School			
Subtests	Mean Grade Equivalent	S.D.	N	Mean Grade Equivalent	S.D.	N	t
Vocabulary	2.59	1.47	70	2.77	1.41	78	1.52
Word Analysis	2.33	1.16	70	2.38	0.86	77	.29
Reading Comprehension	2.20	1.14	70	2.68	1.39	73	2.26*
Spelling	2.31	1.16	70	3.20	1.76	77	3.65**
Math Concepts	2.31	0.86	69	2.88	1.44	77	2.94**
Math Problem Solving	2.85	0.65	69	2.25	1.26	73	3.59**
Math Total	2.61	0.63	69	2.63	1.19	73	.13
Test Total	2.46	0.91	69	2.80	1.23	69	1.85*

**Significant at the .01 level.
*Significant at the .05 level.

All third grade pupils at English Avenue Elementary School were participants in Follow Through. The scores, listed in Table 15, were analyzed on the basis of the number of years the pupils had participated in Follow Through. There were complete ITBS scores for only three third grade pupils who had participated in Follow Through for two years (during the second and third grades); therefore, the scores were not included in the analysis. The third grade pupils who had participated in Follow Through from the first grade through the third grade scored significantly higher (.05 level) on map skills than the pupils who had entered Follow Through at the third grade level; the same group scored significantly higher on reference materials than the pupils who had entered Follow Through in the third grade and the pupils who had participated in Follow Through from kindergarten through the third grade. There were no significant differences in reading and mathematics performance among the third grade pupils.

D. Self-Concept of the Follow Through Pupils

In order to measure the self-concept of the Follow Through pupils, the Self-Appraisal Inventory was administered individually to forty Follow Through pupils by a team from the Division of Research and Development. The results, which are listed in Table 16, indicated the Follow Through pupils had generally positive attitudes toward their peers, their families, and their school.

E. Follow Through Health Services

All Follow Through pupils were checked for height and weight and screened for vision and hearing deficiencies. Immunizations were administered as needed. Tuberculin tests were given as directed by the Public Health Department. In addition, all eligible Follow Through kindergarten and new pupils in grades one through three were given dental examinations by a private dentist and physical examinations by a private pediatrician, including hematocrits and urinalyses. As the need arose, all eligible Follow Through pupils were provided dental and health care. (Data is listed in Table 17.)

TABLE 15

A COMPARISON OF THE IOWA TESTS OF BASIC SKILLS SCORES OF THE THIRD GRADE PUPILS
ENGLISH AVENUE ELEMENTARY SCHOOL
1972-73

Subtests	-1- Pupils in F.T. During Grade 3 Only			-2- Pupils in F.T. During Grades 1-3			-3- Pupils in F.T. During Grades K-3			F Ratio			
	Mean Grade Equivalent Score	S.D.	N	Mean Grade Equivalent Score	S.D.	N	Mean Grade Equivalent Score	S.D.	N	1 and 2	2 and 3	1 and 3	Total
Vocabulary	2.99	1.56	85	3.42	1.10	11	3.31	1.84	23	1.15	0.06	1.19	1.02
Reading Comprehension	2.78	1.03	85	2.82	0.77	11	2.99	0.67	23	0.02	0.23	0.85	0.42
Spelling	3.18	2.02	84	2.99	1.88	11	3.79	2.44	23	0.17	3.21	2.28	1.85
Capitalization	3.14	1.41	83	3.08	1.39	11	3.39	1.75	23	0.02	0.49	0.77	0.43
Punctuation	3.13	1.70	81	3.35	0.92	11	3.60	1.85	23	0.28	0.28	2.38	1.19
Language Usage	2.96	1.48	82	2.80	1.06	11	3.07	0.70	23	0.19	0.42	0.17	0.21
Map Skills	2.88	1.24	85	3.59	4.32	11	2.89	0.63	23	3.53*	2.62	0.00	1.79
Graph Table	2.70	1.15	83	2.42	0.60	11	3.06	0.70	23	0.75	2.29	2.99	1.77
Reference Materials	2.81	0.93	84	3.99	9.41	11	3.11	0.97	23	8.11**	3.45*	0.97	4.23*
Math Concepts	2.62	0.96	81	2.38	0.42	11	2.70	0.70	23	0.65	0.89	0.13	0.43
Math Problem Solving	2.85	0.95	81	2.44	0.76	11	3.10	0.63	23	1.87	3.73	1.29	1.92
Language Total	3.12	1.14	80	3.07	1.04	11	3.48	1.34	23	0.02	1.07	1.98	1.04
Work Study Skills Total	2.83	0.91	85	2.85	0.46	11	3.06	0.64	23	0.00	0.40	1.17	0.61
Math Total	2.76	0.84	81	2.44	0.52	13	2.88	0.65	23	1.49	2.09	0.34	1.08
Test Total	2.96	1.20	76	2.89	1.14	11	3.18	1.60	23	0.06	0.76	1.04	0.61

*Significant at the .05 level.
**Significant at the .01 level.

TABLE 16

SELF-APPRAISAL OF THE FOLLOW THROUGH PUPILS FROM GRADES K-2 AT ENGLISH AVENUE PRIMARY SCHOOL AND GRADE 3 AT ENGLISH AVENUE ELEMENTARY SCHOOL 1972-73

	Peer	Family	School	General	Total
Maximum Score	13	6	12	9	40
Kindergarten					
N=10					
Mean	7.0	3.1	6.7	6.4	23.2
Per Cent Positive	53.8	51.7	55.8	71.1	58.0
First Grade					
N=10					
Mean	7.9	3.9	8.8	6.8	27.4
Per Cent Positive	60.8	65.0	73.3	75.5	68.5
Second Grade					
N=10					
Mean	8.6	3.5	8.0	6.6	26.7
Per Cent Positive	66.2	58.3	66.7	73.3	66.8
Third Grade					
N=10					
Mean	8.8	3.1	7.9	6.2	25.7
Per Cent Positive	67.7	51.7	65.8	68.9	64.3

TABLE 17

NUMBER OF PUPILS SERVED BY
FOLLOW THROUGH HEALTH SERVICES
1972-73

	English Avenue Primary School	English Avenue Elementary School
Height and Weight	168	132
Hearing Tests	162	127
Vision Tests	159	125
Medical Examinations	60	57
Dental Examinations	164	101
Hematocrits	68	25
Urinalysis	66	73
Immunizations		
Complete	93	46
Incomplete	69	70

F. Psychological Services

Psychological services were provided for all Follow Through eligible children at the six Follow Through schools by two Follow Through psychologists. Referrals were made by the classroom teachers, the social workers, or other Follow Through staff when the need was recognized, and the counseling continued until the need was eliminated.

G. Home Visitation

The Follow Through parent workers for English Avenue Primary School visited approximately 91 per cent of the homes of their Follow Through eligible participants; the parent workers for English Avenue Elementary School visited approximately 84 per cent of the homes of their participants. The data is included in Table 18.

TABLE 18

HOME VISITS BY FOLLOW THROUGH PARENT WORKERS
1972-73

	English Avenue Primary School	English Avenue Elementary School
Number of Active Families at the Beginning of the School Year	143	139
Number of Active Families at the End of the School Year	130	83
Number of Families Visited During Year	130	127
Number of Home Visits Made During the Year	163	138
Percentage of the Families Visited	90.9	84.1
Average Number of Visits Per Family	1.3	1.1

H. Social Services

Social services were provided for the families of Follow Through pupils. Of the 111 referrals from English Avenue Primary School and the 28 referrals from English Avenue Elementary School, seven at English Avenue Primary School and nineteen at English Avenue Elementary School showed improvement or were solved. The contact report is included in Table 19.

I. Parent Participation in Follow Through

Approximately 52 per cent of the Follow Through parents at English Avenue Primary School and approximately 66 per cent at English Avenue Elementary School actively participated in the Follow Through Program. There were volunteers for the classroom, the health service program, field trips, and other Follow Through activities. (Information on parent participation is included in Table 20.)

TABLE 19

FOLLOW THROUGH
SOCIAL SERVICES CONTACT REPORT
1972-73

	English Avenue Primary School	English Avenue Elementary School
Number of Referrals	111	28
Number of Families Referred More than Once	0	10
Number of Referrals Visited by Social Services Contact	49	10
Number of Visits in Reference to Referrals	11	9
Number of Contacts With School Staff	7	6
Number of Agency Contacts	9	4
Number of Agency Referrals	4	1
Number of Times Material Resources Were Provided	14	8
Number of Times Complex Reasons Were Found for Absenses	12	14
Number of Referrals Solved or Showed Improvement	7	19
Number of Families to Be Followed Up Next Year	7	3

TABLE 20

PARENT PARTICIPATION IN FOLLOW THROUGH
1972-73

	English Avenue Primary School	English Avenue Elementary School
Number of Parents	130	83
Number of Parents Participating	67	55
Percentage of Parents Participation	51.5	66.2
Number of Volunteer Hours for the Classroom*	173	6
Number of Volunteer Hours for Health Services*	0	12
Number of Volunteer Hours for Field Trips*	120	16
Number of Volunteer Hours for Other Follow Through* Activities	429	20
Total Number of Volunteer Hours*	722	54

*The periods for which the volunteer data were kept were from 1/16/73 to 4/19/73 for English Avenue Elementary and from 1/2/73 to 6/2/73 for English Avenue Primary.

Child Development

The Southern Regional Education Board (SREB) Rating Booklet was administered in January, 1973, in order to determine the cognitive level, the social and emotional level, the motor skill level, and the hygiene and self-help level of the children in the Title IV-A Day Care Program. The percentage of items for which there were correct responses are listed in Table 21.

Career Opportunities Program

At English Avenue Primary School, six of the seven Follow Through aides participated in the Career Opportunities Program (COP). At English Avenue Elementary School, three of the five Follow Through aides and seven of the eight Title I aides participated in COP. As a component of the evaluation of the total Career Opportunities Program, which involved aides in forty-one elementary schools and six high schools of Atlanta Public Schools, the Opinionnaire on Attitudes Toward Education was answered anonymously by the teachers and aides. A score of zero on the opinionnaire indicated a totally subject-matter centered attitude and a score of fifty indicated a totally child-centered attitude. The scores of the teachers and aides are listed in Table 22 and revealed that both teachers and aides at English Avenue Primary School and English Avenue Elementary School tended toward child-centered attitudes toward education.

COST ANALYSIS

A cost analysis was performed to determine the relative cost of one unit of predicted achievement based on the Iowa Tests of Basic Skills (ITBS) scores and the amount spent. Data from the Atlanta Public Schools, General Funds Report, July, 1973, and the Trust and Agency Report, June, 1973, were used. Included were general funds and compensatory funds from special projects.

Only the second grade was included in the cost analysis of English Avenue Primary School. The actual per pupil cost was $1,531. The pupils achieved higher than predicted on the ITBS, making the cost of each unit of predicted achievement $12.86 per pupil. (See Table 23.)

At English Avenue Elementary School, grades two through seven were included in the cost analysis. The per pupil cost ranged from $841 in grade seven to $3,482 in the prekindergarten. A unit of predicted achievement ranged from $5.29 in grade six to $12.19 in grade three. (See Table 24.)

TABLE 21

PER CENT OF CORRECT RESPONSES OF DAY CARE PARTICIPANTS ON THE SOUTHERN REGIONAL EDUCATION BOARD RATING BOOKLET
ENGLISH AVENUE ELEMENTARY SCHOOL
JANUARY, 1973

	Cognitive			Social and Emotional			Motor Skills			Hygiene and Self-Help		
	2 Year Level	3 Year Level	4-5 Year Level	2 Year Level	3 Year Level	4-5 Year Level	2 Year Level	3 Year Level	4-5 Year Level	2 Year Level	3 Year Level	4-5 Year Level
Three-Year Old Children N=9	76	73	36	93	95	84	82	73	71	100	98	63
Four-Year Old Children N=14	77	80	53	80	90	88	67	64	57	46	58	78

TABLE 22

THE ATTITUDES OF THE TEACHERS AND AIDES DEMONSTRATED ON THE OPINIONNAIRE ON ATTITUDES TOWARD EDUCATION

	Teachers with Aides			Teachers Without Aides			COP Aides			Non-COP Aides		
	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.	N
English Avenue Primary School	39.1	4.0	7	--	--	--	34.3	5.6	4	38.0	5.7	2
English Avenue Elementary School	36.4	5.4	5	35.1	5.0	17	33.0	3.1	6	34.0	6.0	3

TABLE 23

COST ANALYSIS
ENGLISH AVENUE PRIMARY SCHOOL
TOTAL AVERAGE DAILY ATTENDANCE = 151

	Grades			
	Kindergarten	First	Second	Average
Average Daily Attendance	35	51	65	50
Per Pupil Cost				
A. General Funds				
1. Salary	$ 730.93	$ 730.93	$ 730.93	$ 730.93
2. Nonsalary	127.09	127.09	127.09	127.09
3. Total	$ 858.02	$ 858.02	$ 858.02	$ 858.02
B. Compensatory Funds				
1. Follow Through				
a. Salary	$ 452.44	$ 452.44	$ 452.44	$ 452.44
b. Nonsalary	90.51	90.51	90.51	90.51
c. Total	$ 542.95	$ 542.95	$ 542.95	$ 542.95
2. Kennedy District IV-A				
a. Salary	$ 4.88	$ 4.88	$ 4.88	$ 4.88
b. Nonsalary	0.00	0.00	0.00	0.00
c. Total	$ 4.88	$ 4.88	$ 4.88	$ 4.88
3. Title II				
a. Salary	$ 0.00	$ 0.00	$ 0.00	$ 0.00
b. Nonsalary	125.10	125.10	125.10	125.10
c. Total	$ 125.10	$ 125.10	$ 125.10	$ 125.10
4. Total Compensatory Funds				
a. Salary	$ 457.32	$ 457.32	$ 457.32	$ 457.32
b. Nonsalary	215.61	215.61	215.61	215.61
c. Total	$ 672.93	$ 672.93	$ 672.93	$ 672.93
C. Total Per Pupil Cost				
1. Salary	$1,188.25	$1,188.25	$1,188.25	$1,188.25
2. Nonsalary	342.70	342.70	342.70	342.70
3. Total	$1,530.95	$1,530.95	$1,530.95	$1,530.95
Predicted Quotient	-0-	-0-	119	119
Cost Per Unit of Predicted Quotient				
A. General	$ 0.00	$ 0.00	$ 7.21	$ 7.21
B. Compensatory	0.00	0.00	5.65	5.65
C. Total	$ 0.00	$ 0.00	$ 12.86	$ 12.86

TABLE 24

COST ANALYSIS
ENGLISH AVENUE ELEMENTARY SCHOOL
TOTAL AVERAGE DAILY ATTENDANCE = 748

	Grades									
	Pre Kdg.	Kdg.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Average
Average Daily Attendance	45	53	98	77	121	123	115	64	54	83.0
Per Pupil Cost										
A. General Funds										
1. Regular										
a. Salary	$ 695.57	$ 695.57	$ 695.57	$ 695.57	$ 695.57	$695.57	$695.57	$695.57	$695.57	$ 695.57
b. Nonsalary	56.75	56.75	56.75	56.75	56.75	56.75	56.75	56.75	56.75	56.75
c. Total	$ 752.32	$ 752.32	$ 752.32	$ 752.32	$ 752.32	$752.32	$752.32	$752.32	$752.32	$ 752.32
2. CIP										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	1.29	1.29	1.29	-0-	-0-	-0-	-0-	0.51
c. Total	$ -0-	$ -0-	$ 1.29	$ 1.29	$ 1.29	$ -0-	$ -0-	$ -0-	$ -0-	$ 0.51
3. Total General Funds										
a. Salary	$ 695.57	$ 695.57	$ 695.57	$ 695.57	$ 695.57	$695.57	$695.57	$695.57	$695.57	$ 695.57
b. Nonsalary	56.75	56.75	58.04	58.04	58.04	56.75	56.75	56.75	56.75	57.26
c. Total	$ 752.32	$ 752.32	$ 753.61	$ 753.61	$ 753.61	$753.61	$753.61	$753.61	$753.61	$ 752.83
B. Compensatory Funds										
1. Follow Through										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ 394.41	$ -0-	$ -0-	$ -0-	$ -0-	$ 63.80
b. Nonsalary	-0-	-0-	-0-	-0-	120.23	-0-	-0-	-0-	-0-	19.44
c. Total	$ -0-	$ -0-	$ -0-	$ -0-	$ 514.64	$ -0-	$ -0-	$ -0-	$ -0-	$ 83.24
2. Kennedy District IV-A										
a. Salary	$1,878.98	$ 185.68	$ 185.68	$ 185.68	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 151.51
b. Nonsalary	412.12	40.66	40.66	40.66	-0-	-0-	-0-	-0-	-0-	37.19
c. Total	$2,091.10	$ 206.34	$ 206.34	$ 206.34	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 188.70
3. Title IV-A Child Day Care										
a. Salary	$ 455.98	$ 44.99	$ 44.99	$ 44.99	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 41.14
b. Nonsalary	78.20	7.71	7.71	7.71	-0-	-0-	-0-	-0-	-0-	7.05
c. Total	$ 534.18	$ 52.70	$ 52.70	$ 52.70	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 48.19
4. Brown O'Keefe Washington IV-A										
a. Salary	$ 15.19	$ 1.49	$ 1.49	$ 1.49	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 1.37
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ 15.19	$ 1.49	$ 1.49	$ 1.49	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 1.37
5. Title I (Regular)										
a. Salary	$ 85.05	$ 85.05	$ 85.05	$ 85.05	$ -0-	$ 85.05	$ 85.05	$ 85.05	$ 85.05	$ 71.29
b. Nonsalary	3.34	3.34	3.34	3.34	-0-	3.34	3.34	3.34	3.34	2.80
c. Total	$ 88.39	$ 88.39	$ 88.39	$ 88.39	$ -0-	$ 88.39	$ 88.39	$ 88.39	$ 88.39	$ 74.09
6. Title I (Summer)										
a. Salary	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62	$ 0.62
7. Title I S. 73										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06
c. Total	$ 0.06	$ 0.06	$ 0.06	$ 0.06	$ 0.06	$ 0.06	$ 0.06	$ 0.06	$ 0.06	$ 0.06
8. Total Compensatory Funds										
a. Salary	$2,235.82	$ 297.83	$ 297.83	$ 297.83	$ 395.03	$ 85.67	$ 85.67	$ 85.67	$ 85.67	$ 329.75
b. Nonsalary	493.72	51.77	51.77	51.77	120.29	3.40	3.40	3.40	3.40	66.56
c. Total	$2,729.54	$ 349.60	$ 349.60	$ 349.60	$ 515.32	$ 89.07	$ 89.07	$ 89.07	$ 89.07	$ 396.31
C. Total Per Pupil Cost										
1. Salary	$2,931.39	$ 993.40	$ 993.40	$ 993.40	$1,090.60	$781.24	$781.24	$781.24	$781.24	$1,025.32
2. Nonsalary	550.47	108.52	109.81	109.81	178.33	60.15	60.15	60.15	60.15	123.32
3. Total	$3,481.86	$1,101.92	$1,103.21	$1,103.21	$1,268.93	$841.39	$841.39	$841.39	$841.39	$1,148.64
Predicted Quotient	---	---	---	137	104	114	114	159	100	121
Cost Per Unit of Predicted Quotient										
A. General	---	---	---	$ 5.50	$ 7.24	$ 6.61	$ 6.61	$ 4.73	$ 7.54	$ 6.22
B. Compensatory	---	---	---	2.55	4.95	0.78	0.78	0.56	0.89	3.27
C. Total	---	---	---	$ 8.05	$ 12.19	$ 7.39	$ 7.39	$ 5.29	$ 8.33	$ 9.49

CONCLUSIONS

After reviewing the total programs at English Avenue Primary School and English Avenue Elementary School, conclusions were reached as follows:

A. The reading and mathematics programs at English Avenue Primary School and English Avenue Elementary School were found effective during 1972-73 based on the pupil achievement study conducted by the Division of Research and Development. The primary school was at the 99 percentile and the elementary school was at the 98 percentile in achieving the predicted scores compared with other elementary schools of Atlanta Public Schools.

B. The second grade pupils of English Avenue Primary School scored at the national norm on mathematics, and compared with other Atlanta Public Schools was at the 88 percentile. At English Avenue Elementary School the second and sixth grade pupils scored at the national norm in reading and mathematics; compared with other Atlanta Public Schools, the overall performance of all the pupils at English Avenue Elementary School was at the 78 percentile.

C. The per cent of pupil attendance at English Avenue Primary School was approximately equal to the city-wide average; the per cent of pupil attendance at English Avenue Elementary School was two per cent lower than the city-wide average.

D. Over one-fourth of the pupils at English Avenue Primary Schools and over one-fifth of the pupils at English Avenue Elementary School either moved into or out of the schools during the year. However, eighty-eight per cent of the elementary schools of Atlanta Public Schools had as much or higher pupil mobility as the elementary school.

E. The first grade pupils in the Title I Program scored above grade level in word knowledge, word analysis, and reading on the Metropolitan Achievement Tests administered in April, 1973.

F. As measured by the Metropolitan Achievement Tests, the Title I pupils from grades two through seven (excluding grade three) gained over two months in word knowledge and reading for each month in the Title I Program.

G. The Title I pupils and the Follow Through pupils demonstrated generally positive attitudes on the Self-Appraisal Inventory.

H. Three factors affected Follow Through participation: (1) kindergarten attendance was not mandatory within Atlanta Public Schools, (2) the mobility rates of English Avenue Elementary School and English Avenue Primary School were high, and (3) the pupils who attended English Avenue Elementary School during grades K-2 entered Follow Through at the third grade level. The result was that approximately 72 per cent of the Follow Through first grade pupils from English Avenue Primary School participated in Follow Through from kindergarten through grade one, approximately 52 per cent of the second grade pupils from English Avenue Primary School participated in Follow Through from kindergarten through grade two, and approximately 20 per cent of the third grade pupils at English Avenue Elementary School participated in Follow Through from kindergarten through grade three.

I. The scores of the Follow Through Phonic Skills Test given as pretest in November, 1972, were analyzed based on the number of years the pupils at each grade level had participated in Follow Through. Analysis revealed the following: (1) The first grade pupils who had participated in Follow Through kindergarten scored significantly higher on all subtests than the first grade pupils who entered Follow Through at the first grade level; (2) the pupils who had participated in Follow Through from kindergarten through grade two scored significantly higher on decoding, auditory blending, oral reading, and test total than the second grade pupils who entered Follow Through at the second grade level, and, in addition, they scored significantly higher on letter sounds than the second grade pupils who entered Follow Through at the first grade level; (3) the third grade pupils who entered Follow Through at the kindergarten level scored significantly higher on decoding, auditory blending, and test total than the pupils who had entered Follow Through at the third grade level, and both the third graders who entered Follow Through at the kindergarten level and those who entered at the third grade level scored significantly higher on letter sounds than the third grade pupils who entered Follow Through at the second grade level.

J. The Follow Through phonic skills objective was achieved by the Follow Through pupils in the kindergarten, first grade, and second grade of English Avenue Primary School and by the Follow Through pupils in third grade of English Avenue Elementary School.

K. There was no significant difference in the performance on the Iowa Tests of Basic Skills of the Follow Through first grade pupils who participated in Follow Through during kindergarten and grade one and those who entered Follow Through at the first grade level.

L. When comparing the performance of the total Follow Through first grade of English Avenue Primary School with the total non-Follow Through first grade of English Avenue Elementary School, the Follow Through pupils performed significantly higher in both reading and mathematics.

M. At the second grade level, the pupils who participated in Follow Through from kindergarten through grade two scored significantly higher on the Iowa Tests of Basic Skills in letter sounds, word analysis, reading comprehension, and test total than the pupils who entered Follow Through at the second grade level, and, in addition, they scored significantly higher on reading comprehension, math concepts, math problem solving, and math total than the second grade pupils who entered Follow Through at the first grade level.

N. When comparing the performance on the Iowa Tests of Basic Skills of the second grade Follow Through pupils of English Avenue Primary School with the second grade non-Follow Through pupils of English Avenue Elementary School, the non-Follow Through pupils scored significantly higher on reading comprehension, spelling, math concepts, and test total. The Follow Through pupils scored significantly higher in math problem solving.

O. There were no significant differences in scoring on the Iowa Tests of Basic Skills among the third grade pupils based on the number of years the pupils had participated in Follow Through with the exception of two subtests, map skills and reference materials; the third grade pupils who had entered Follow Through at the first grade level scored significantly higher.

P. The Follow Through pupils were screened for hearing and vision deficiencies, checked for height and weight, and given immunizations. Also, tuberculin tests were administered. In addition, all eligible Follow Through kindergarten and new people from grades one through three were given dental examinations by a private dentist and physical examinations, including urinalyses and hematocrits, by a private pediatrician.

Q. Psychological services were provided for eligible Follow Through pupils when the need was recognized and continued until the need was eliminated.

R. The Follow Through parent workers of English Avenue Primary School visited 91 per cent of the homes of the eligible Follow Through pupils an average of 1.3 times; the Follow Through parent workers of English Avenue Elementary School visited 84 per cent of the homes of their eligible Follow Through pupils an average of 1.1 times.

S. Of 111 referrals from English Avenue Primary School to the Follow Through social services contact, seven showed improvement or were solved; of the 28 referrals from English Avenue Elementary School, nineteen showed improvement or were solved.

T. Approximately 52 per cent of the parents of Follow Through pupils who attended English Avenue Primary School and 66 per cent of the parents of Follow Through pupils who attended English Avenue Elementary School actively participated in the respective Follow Through Programs.

U. The cognitive, social and emotional, motor skills, hygiene and self-help levels of the children who participated in the Title IV-A Day Care at English Avenue Elementary School were found to be at levels corresponding to their ages, according to the Southern Regional Education Board (SREB) Rating.

V. The attitudes toward education of the teachers and aides of both English Avenue Primary School and English Avenue Elementary School tended to be child-centered, as opposed to subject-matter, as measured by the Opinionnaire on Attitudes Toward Education.

W. The cost analysis of the English Avenue Primary School program involved the second grade only. The per pupil cost was $1,531 and the cost per unit of predicted achievement was $12.86. At English Avenue Elementary School, per pupil costs ranged from $841 in grades four through seven to $3,482 per pupil in the prekindergarten. There was no apparent relation between the amount spent and the pupil achievement.

RECOMMENDATIONS

In viewing the total programs at English Avenue Primary School and English Avenue Elementary School, the following recommendations are made:

A. Continue the effective reading and mathematics programs at both English Avenue Primary School and English Avenue Elementary School.

B. The research assistant, when viewing the scores on the Iowa Tests of Basic Skills (ITBS) of the sixth grade pupils of English Avenue Elementary School which were 7.9 for language total and 8.0 for mathematics total, and when comparing the scores with the 1971-72 Metropolitan Achievement Tests posttest scores which were 3.7 in reading and 4.4 in mathematics, questioned the validity of the ITBS scores. Therefore, in order to determine if the pupil gains are maintained, it is recommended that the analysis of the 1973-74 ITBS data for these pupils, who will be attending the seventh grade at O'Keefe Middle School, be included in the 1973-74 report for English Avenue Elementary School.

C. Conduct a thorough investigation of the strengths and weaknesses of the Title I Program in order to maximize benefits of the program for the Title I pupils and communicate the successful instructional techniques to other Title I Programs.

D. Since the Follow Through first grade pupils performed significantly higher on the Iowa Tests of Basic Skills than the non-Follow Through first grade pupils, establish open communication between the teachers of the two schools (primary and elementary units) so that instructional techniques can be shared.

E. Identify the successful instructional techniques being used with the second grade pupils at English Avenue Elementary School who scored significantly higher on reading comprehension, spelling, math concepts, and the test total of the Iowa Tests of Basic Skills than the Follow Through second grade pupils.

F. Make a determined effort to visit one hundred per cent of the Follow Through families during 1973-74 and encourage a larger percentage of the parents to participate in the program.

APPENDIX

ENGLISH AVENUE ELEMENTARY SCHOOL

September 20, 1972

To: Educational Aides and Parent Workers

From: E. M. Milner

RE: Activities to be performed by Lead Teacher and Aides

October 2	Mrs. Cooper - Teaching the Alphabet.
October 3	Mrs. Watson - Teaching Long Vowels and Short Vowels.
October 4	Mrs. Brown - Initial Consonant Sounds.
October 5	Mrs. Welch - Final Consonant Sounds.
October 6	Mrs. Hairston - Initial Diagraphs.
October 10	Mrs. Johnson - First Pre-Primer Words.
October 12	Mrs. Sanders - Three Games Which Are Located in the Resource Room.
October 13	Demonstration - SRA Reading Clinic.
October 16	Game Day
October 17	Mrs. Cooper - Story Telling Time.
October 18	Mrs. Watson - Making Experience Books.
October 20	Mrs. Welch - Differentiate Between Consonants and Vowels Sounds.

EVALUATIONS

October 23	
October 24	Mrs. Johnson - Homonyms.
October 25	Mrs. Sanders - Antonyms.
October 27	Mrs. Spanks - Prefixes.
October 30	Demonstration on the Use of All Audio-visual Aids.
October 31	Mrs. Milner will introduce new materials and how it can be most effective in the classroom and resource room.
November 1	We will listen to records and filmstrips from the library.
November 2	Mrs. Cooper - Context Clues.
November 3	Mrs. Watson - Compound Words.
November 6	Mrs. Brown - Inflectional Endings.
November 7	Mrs. Hairston - Abbreviations.
November 9	Mrs. Johnson - Recalling Activities in a Sequence.
November 10	Mrs. Sanders - Oral Reading Lesson.
November 13	Mrs. Sanders - Sharing Period.
November 14	Mrs. Spanks - Alphabetizing.

November 15	Mrs. Cooper - The Library.
November 16	Mrs. Watson - Rhyming.
November 17	Mrs. Brown - Specific Information in a Newspaper.
November 20	Mrs. Welch - Telephone.
November 22	Mrs. Johnson - Silent Reading.
November 27	Mrs. Sanders - Picture-word Association.
November 28	Mrs. Spanks - Poetry.
November 29	November 29 -- January 12, 1973 Educational Aides will write a play and Title I Pupils will perform in the auditorium.

End of year presentation of awards to pupils who have met certain standards in reading.

SKILLS CHART 1

Educational Aide _____ Grade _____ Teacher _____

Identification of Capital Letters	Identification of Small Letters	Initial Consonants Scunds	Final Consonants Sounds	Seeing Likenesses and Differences	Hearing Likenesses and Differences	Picture Word Association

SKILLS CHART 2

Educational Aide _____ Grade _____ Teacher _____

Sight Vocabulary	Basal Sight Vocabulary	Hearing Rhyming Words	Consonant Blends Diagraphs	Phograms	Long Vowels Sounds	Short Vowels Sounds

SKILLS CHART 3

Educational Aide _____ Grade _____ Teacher _____

Syllabication	Root Words	Adding Ending	Contractions	Plurals Singular	Suffixes and Prefixes	Possessives	Sentences Paragraphs

SKILLS CHART 4

Educational Aide Grade Teacher

Form Letters in Name	Write Name	Write Address	Write Telephone Number